**Pupil Premium Statement 2020/2021**

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

The percentage of our students who are eligible for the Pupil Premium funding is above the national average, as 51.5% of our students qualify as disadvantaged, compared with 28.9% nationally (Raise Online 2016).

One of the key areas of development for the school, as outlined by Ofsted in March 2015 is to narrow the gap between the disadvantaged and the non-disadvantaged students, particularly in mathematics. Other areas of note are to ensure we continue to match the sending of the PP funding to each pupil, and track the impact of this effectively, whilst also maintaining fixed term exclusion rates.

The importance of this to the school’s progression is outlined in our SEF 2016-17 and SDP 2017-2018, as one of our whole school targets is “(to) continue to raise attainment of all students with a focus on disadvantaged students…”.

Our other themes include raising aspirations for our disadvantaged students and ensuring data is tracked and analysed by our House Leaders who work alongside Heads of Faculty to keep the focus on our disadvantaged students’ progress. The Pastoral Leaders also support with improving the attendance of our disadvantaged students. We have identified Wave 1 teaching as the key issue to be addressed to raise achievement with DA.

In 2019- 2020 Stockland Green School was allocated a PPG of £324,572

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| **Evidence of School Performance** | |
| **Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils** | Ofsted November 2017:   * Disadvantaged pupils’ outcomes are improving from low starting points. Although diminishing, there is still a difference in the performance of disadvantaged pupils in a small number of subjects. Leaders have put plans in place to tackle this underperformance. * Outcomes for pupils are good because teaching is strong. Leaders track pupils’ performance rigorously, so that they can put effective support in place when pupils fall behind and need to catch up. * Senior leaders use and evaluate effectively the impact of the additional funding they receive. For example, one-to-one support and targeted, timely interventions are planned carefully and reviewed for their impact on outcomes. As a result, many pupils catch up. * While disadvantaged pupils’ outcomes are improving, inconsistencies remain. In a small number of subjects, differences from national averages still exist. Leaders have put effective plans in place to tackle this underperformance and these differences are beginning to diminish for current disadvantaged pupils.   **Due to Covid 19 and the national lockdown, and ultimately staff producing CAGs for GCSE 2020, no data has been added for last academic year as this doesn’t show a true reflection of progress and attainment of PP students, even though the figures improved on previous years.** |

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| Evaluation 2018/2019:   * P8 above average, with disadvantaged progress 8 score of -0.10 * Female P8 score 0.27 * % of disadvantaged achieving a 4+ in EN/MA new and more challenging specifications across the whole curriculum increased * Higher ability on entry disadvantaged Progress 8 score +0.24 * Middle ability students on entry disadvantaged Progress 8 score +0.02 * Attendance of DA students was 93.1% which is 1.2% better than National Average. * DA persistent absentee rate was 22.5% which is 2.1% better than National Average. * 8.0% of DA students received a fixed term exclusion as opposed to a national rate of 9.6% |

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| **Overview of PPG spending 2020/2021** |
| **Strategy Objectives, linked to Development Plan:**   * Whole-School Ethos of Attainment for All * Address Behaviour and Attendance * High Quality Teaching for All * Meeting Individual Needs * Deploying Staff Effectively * Data Driven and Responding to Evidence * Clear Responsive Leadership |
| **Summary of spending and actions taken:**  **(see Pupil Premium action plan for more detailed breakdown of intervention)**   |  |  |  | | --- | --- | --- | | **Approach** | **Action / Rationale** | **Spending** | | Whole-School Ethos of Attainment for All | Mentoring (inc. Academic Mentoring for year 11)  Breakfast Club  Peri Music support  PP Expenditure – books, trips, any other support needed | £  £  £5,420 **(PP BUDGET)** | | Address Behaviour and Attendance | Alternative Provision and educational support  Increased parental involvement | Pastoral events  £ | | High Quality Teaching for All | Whole school focus on formative assessment and feedback (Inc. CLIPS)  Additional teachers in English, Maths and Science  Family Support Worker  Interventions Assistant in Maths and Science  Knowledge Organisers |  | | Meeting Individual Needs | CEIAG programme  Malachi | £4,493  £4,800 | | Deploying Staff Effectively | Deployment of key staff including SLE and Intervention Assistant to work effectively with teachers to target appropriate support for DA students. | Staffing  £292,365 | | Data Driven and Responding to Evidence | Go 4 Schools  Fisher Family Trust  Workload reduced in using data dashboards | £3,172  £994 | | Clear Responsive Leadership | Strategy clear, support to implement |  | | **Total Allocation**  **Total Spending**  **Income less expenditure** |  | **£334,250**  **£305,824**  **£28,426** | |

This is not an exhaustive list of interventions that take place within the school, but it includes those that can clearly be identified as being funded in part from Pupil Premium as well as the school’s delegated budget. For example – these specific interventions are based in subject areas and focus on student outcomes and are in addition to that listed above. Please see associated Strategy Plan document.

**Narrowing The GAP – Impact 2018/2019**

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| **GCSE Attainment** | **2017 / 2018** | | **2018/2019** | | | **2019/2020** | |
| Disadvantaged Students | Other Students | Disadvantaged Students | Other Students | | Disadvantaged Students | Other Students |
| Number of students | 55 | 80 | 64 | 78 | | 69 | 80 |
| Percentage of students | 41% | 59% | 45% | 55% | | 46% | 54% |
| Attainment 8 Score | 3.9 | 4.5 | 3.8 | 4.5 | | 4.4 | 4.9 |
| Percentage achieving grades 9-4 in English and Mathematics or equivalent | 47% | 70% | 53% | 64% | | 59% | 68% |
| Percentage achieving grades 9-5 in English and Mathematics or equivalent | 42% | 51% | 19% | 40% | | 36% | 42% |
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| **GSCE Value Added** | **2018** | | **2019** | | | **2020** | |
| Disadvantaged Students | Other Students | Disadvantaged Students | | Other Students | Disadvantaged Students | Other Students |
| P8 Score | -0.06 | +0.21 | -0.10 | | +0.20 |  |  |
| P8 Contextual Score | +0.34 | +0.27 |  | |  |  |  |

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| **Priorities for 2020-2021**   * The progress of **disadvantaged students** to **continue** to above that of other students nationally by:   + English to reduce the differences in the achievement of the high prior attaining students, in particular girls   + Maths to continue to reduce the difference in the achievement of the middle and high prior attaining students   + Continue key whole school focus on Middle Ability students who make up a large % of cohort, with particular focus on disadvantaged   + Rigorous quality assurance of progress data and timely, purposeful intervention, introduction of new assessment and T&L programmes (see SDP / PP strategy) |